

# Remote learning policy

Cranbrook Primary School



Approved by:

Date:

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## 1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

## 2. Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
  - Not possible to do safely
  - Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
  - They have an infectious illness
  - They are preparing for or recovering from some types of operation
  - They are recovering from injury and attendance in school may inhibit such recovery
  - Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision

- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

## 3. Roles and responsibilities

### 3.1 Teachers

When providing remote education, teachers must be available to set and monitor learning including giving feedback, between 9:00 a.m. and 3:15 p.m. (excluding agreed break timings). Teachers will only respond to pupils during these times. Any tasks that are completed/uploaded or issues that may arise after this time will be seen or resolved on the next school day.

If a teacher is unable to work for any reason during this time, for example, due to sickness, he/she should report this using the normal absence procedure.

Teachers should report any communication with pupils and/or parents/carers that could be construed as bullying or harassment to their Phase Leader or a member of the Senior Leadership Team (SLT). This should be done at the earliest opportunity and by the end of the day.

When providing remote education, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable, in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely
- Teachers will set work for pupils in their class, or year group as necessary.
- The amount of work will be equivalent to:
  - ✓ 3 hours a day on average across the cohort for Key Stage 1, with less for younger children;
  - ✓ 4 hours a day for KS2.
- The work will be set by 10:00 a.m. on the day.
- For KS1 and KS2 pupils, the work will be set on Office 365 for pupils to complete. This can include work set on educational websites such as Century, Spelling Shed, Collins ebooks, Twinkl, etc. For the Early Years Foundation Stage (EYFS), work will be set using educational websites. All pupils have been given user names and passwords and are familiar with how to access work.
- Teachers will consult with Subject Leaders, Phase Leaders and year group colleagues to ensure consistency across the school. Teachers will ensure that pupils with limited access to devices can still complete the work by providing printed copies of work.
- Teachers will ensure that work provided during periods of remote education is of high quality, meaningful, ambitious and cover an appropriate range of subjects.
- Teachers will consider the needs of individual pupils, such as those with SEND or other additional needs, and the level of independent study skills.
- They must also consider the needs of pupils' families or carers, including how much involvement is needed in each activity and whether pupils have a suitable place to study.

### **Providing Feedback on Tasks**

- Teachers will monitor pupils' learning and provide feedback to them online at least three times per week
- Teachers will set tasks to assess pupils' learning, observe progress and address any gaps in knowledge
- For pupils who are not engaging with remote education tasks, the class teacher/ support teacher should ascertain the reason for this as soon as possible to provide relevant support where necessary. Contact should be made by telephone and take place within the normal school hours.

### **3.2 Teaching assistants**

When assisting with remote education, teaching assistants must be available between 9:00 a.m. and 3:15 p.m., (excluding agreed break timings).

If a teaching assistant is unable to work for any reason during this time, for example, due to sickness, they should report this using the normal absence procedure.

When assisting with remote education, teaching assistants are responsible for:

- Supporting pupils who are not in school with education remotely as directed by the class teacher.
- Supporting year group colleagues with planning of tasks as directed by the class teacher.
- Teaching assistants should report any communication with pupils and/or parents/carers that could be construed as bullying or harassment to their Phase Leader or a member of the Senior Leadership Team (SLT). This should be done at the earliest opportunity and by the end of the day.

### **3.3 Subject leads**

Subject Leaders are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote education.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Working with other Subject Leaders and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set at an appropriate distance away from each other.
- Monitoring the remote education tasks that are set by teachers in their subject regularly via meetings or discussions with colleagues and when reviewing and monitoring tasks that have been set.
- Alerting teachers to resources they can use to teach their subject remotely.

### **3.4 Senior leaders**

Senior Leaders have overarching responsibility for the quality and delivery of remote education. They should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use. They should continue to overcome barriers to digital access where possible for pupils by

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible).

- Securing appropriate internet connectivity solutions where possible.
- Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern.

They are also responsible for:

- Co-ordinating the remote education approach across the school.
- Monitoring the effectiveness of remote education through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers.
- Monitoring the quality and delivery of remote education, including that provision meets expectations for remote education. This will be achieved through regular meetings with teachers and Subject Leaders, reviewing work set or getting feedback from pupils and parents/carers.
- Monitoring the security of remote education systems, including data protection and safeguarding considerations.
- Ensuring staff remain trained and confident in their use of online digital platform, including use of relevant accessibility features.

### **3.5 Designated safeguarding lead (DSL)**

The DSL is responsible for:

- Managing safeguarding referrals and supporting staff who make referrals.
- Working with other agencies; liaising with the Headteacher, staff, and Senior Mental Health Leads on matters of safety and safeguarding, and act as a source of support, advice and expertise for all staff.
- Being alert to the additional risks that pupils with SEND and young carers face online; sharing information, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners.
- Raising awareness of the Child Protection and Safeguarding Policy; help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that pupils are experiencing, or have experienced, with teachers and school leadership staff.
- Be available (during school hours) for staff in the school to discuss any safeguarding concerns, in person or via phone or email.

### **3.6 IT staff**

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Supporting staff and parents/pupils with any technical issues they are experiencing.
- Reviewing the security of remote education systems and flagging any data protection breaches to the Headteacher.
- Distributing and collection of school-owned laptops accompanied by a user agreement or contract to identified parents/carers and keeping school records.

### **3.7 Pupils and parents/carers**

#### **3.7.1 Roles and Responsibilities of Parents/Carers**

Parents/carers should support their child/children in their remote education by:

- Reading and signing the Acceptable Use Policy as well as any addendums to this.
- Providing a learning space e.g. a safe and quiet place during the day.
- Engaging with the school and support their child's learning, and to establish a routine that reflects the normal school day as far as reasonably possible.
- Monitoring their child's/children's access and time spent engaging in online and offline learning.
- Supporting their child's/children's emotional well-being by providing time for reflection, conversation and exercise.
- Make the school aware if their child is ill or otherwise cannot complete work.
- Seek support from the school if required.
- Be respectful when making any complaints or concerns known to staff.

### **3.7.2 Roles and Responsibilities of Pupils**

For pupils to maintain their progress and in order not to fall too far behind pupils, should:

- Read and sign the Acceptable Use Policy.
- Dedicate appropriate time to learning, following their teacher's guidance for time expectations.
- Only use their own login details that have been provided by the school to log in to educational websites.
- Take regular breaks away from devices between lessons.
- Be contactable during the school day, although they may not always be in front of a device the entire time.
- Complete tasks to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they are not able to complete tasks.
- Get in touch with their teacher or another trusted adult if they are concerned about anything else

### **3.8 Governing board**

The Governing Body is responsible for:

- Monitoring the school's approach to providing remote education to ensure education remains as high quality as possible.
- Ensuring that staff are confident that remote education systems are appropriately secure, for both data protection and safeguarding reasons.
- Ensuring appropriate filters and appropriate monitoring systems are in place.

## **4. Who to contact**

If staff have any questions or concerns about remote education, they should contact the following individuals:

Issues in setting work – contact the relevant Subject Leader.

Issues with behaviour and online conduct – contact the Phase Leader initially.

Issues with IT – contact the IT Staff.

Issues with their own workload or wellbeing – contact the Phase Leader.

Concerns about data protection – contact the Headteacher.

Concerns about safeguarding – contact the DSL.

## 5. Data protection

### 5.1 Accessing personal data

When accessing personal data for remote education purposes, all staff members will:

Access data on a secure cloud service (Microsoft Office 365) or the school's server.

Where possible, access data on devices provided by the school.

### 5.2 Processing personal data

Staff members may need to collect and/or share pupils' personal data such as log in details or email addresses as part of the remote education system. Staff school email addresses for the purpose of remote education via Office 365 may be shared with pupils. No other personal data should be shared.

As long as this processing is necessary for the school's official functions, individuals would not need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found on the school website as well as on the school's staff system.

### 5.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least eight characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol).
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- The school will ensure that all school devices are installed with antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.

## 6. Safeguarding

When working remotely, it is important that all staff follow the safeguarding policies in place. The principles of the Child Protection and Safeguarding Policy, are to be followed at all times – that is:

- That the best interests of pupils always supersede all else.
- Staff respond robustly to safeguarding concerns and report it on CPOMS if the concern is about a pupil. If the concern is about a member of staff, contact the Headteacher.
- Our pupils are to be protected when they are online and offline.

## 7. Monitoring arrangements

This policy will be reviewed annually. At every review, it will be approved by the full governing body.

## 8. Links with other policies

This policy is linked to the following policies:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Code of Conduct Policy
- Data Protection Policy and Privacy Notices
- Online Safety Policy
- Acceptable Use Policies
- Home - School Agreement
- Complaints Policy

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